The Immersion Excursion

Examples of Lessons and Ideas to Help Students Travel through a Text Type

Grade 3 Unit 3
Personal Expertise - Information Writing
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BACKGROUND SECTION

The purpose of these lessons is to provide a sense of possibilities for teachers. “Shop around” for ideas to share with students. Pick and choose lessons based on teacher background knowledge and students’ background knowledge and interests. These lessons serve as exemplars for how the study of Immersion might go. Teachers urged (really begged) me to craft lessons to guide newcomers on various ways to explore a text type and mentor texts. The intent is not to simplify the process into formulaic lessons. Instead, these represent samples of possible activities a teacher might include during an Immersion Phase. Immersion is inquiry-based – discussion should revolve around what students notice and want to discuss. Therefore, modify, adjust, delete, and add lessons based on the background knowledge and needs of your students. An On-Demand performance assessment is an excellent vehicle to determine what students know and need to learn.

Good luck being a tour guide for your students as they explore various text types and books. The act of writing opens hearts and minds ---

Dr. Sandy Biondo

Purpose of Immersion

The purpose of the Immersion Phase is to help students develop a thorough understanding of the text type they will be writing. Immersion will help students to create a vision of how their own texts may be written and possible items to include. The goal is to move students from explorers of the text type to writers of it. Through studying mentor texts, students will develop a greater understanding of:

A. Definition and Purpose (What is xxx? Why do people read xxx? Why do people write xxx?)
B. Characteristics (What makes an effective xxx?)
C. How these texts tend to go?
   1. How does the beginning or introduction tend to go? What is included?
   2. How does the middle part or body tend to go? What is included?
   3. How does the ending or conclusion tend to go? What is included?
   4. Author craftsmanship specific to that text type (e.g. narrative: character, plot, heart of the story, details such as internal thinking, setting, character action, physical description, dialogue, etc.; information: text structures, text features such as captions, headings, bold face, etc.; details such as numbers, names, examples, partner sentences, topic specific words, etc.; opinion – claim, reasons, supporting details as facts, quotes, micro-stories with a slant, interview information, surveys, etc.)

Webster’s dictionary defines a mentor as: “a close, trusted, and experienced counselor or guide” - which perfectly describes the relationship we want our students to have with mentor texts.
Reading Like a Reader, Reading Like a Writer

It is important that students have multiple experiences with a piece or book. Time should be devoted to them first reading like a reader – read, enjoy, and discuss. Then, pieces will be reread in part or whole through “writerly eyes.” Students will now read like a writer. Selections will be reread to notice, name, and discuss how and why an author structured thing in a particular way or selected specific words. Students will come to learn that authors “intentionally” craft words and text in certain ways to share information and create different types of meaning. Ultimately, reading like a writer means to read with a sense of possibility – What did this author do that I could try? Subsequently, teachers want students to use mentor texts as resources for when they write.

Inquiry Approach Versus Architecture of a Mini-Lesson

Immersion lessons typically follow an inquiry approach; therefore, they are open-ended and idiosyncratic to the group. They will not follow the typical architecture of a mini-lesson (e.g. connection, teach, active engagement, link and share). Teachers may not have specific lessons for this phase, but instead have general areas of study (e.g. background - definition, purpose, characteristics, how texts tend to go, writing ideas, class shared draft, etc.). Teachers should follow the lead of their students -- notice, restate, negotiate what they say in order to bring meaning and understanding. This is a time for students to notice the characteristics and purposes of a text type. Teachers are assisting students in moving from ➔ EXPLORERS of the text type to WRITERS of the text type.
Text Selection

Text selection should include published work (e.g. literature books, articles), student authored work, and teacher authored work. Texts should exemplify the various components that a well written text at that grade level would include. See resource packet per unit for criteria for mentor text selection and possible titles. Additionally, teachers may check out the following resources for possible mentor text: literature/trade book lists for that text type and grade level, websites that include student and teacher-authored work, selections from Reading and Writing Project from Teachers College (www.readingandwritingproject.com), professional resources and recommendations from noted researchers (e.g. Katie Wood Ray, Lucy Calkins, Ralph Fletcher, Tony Stead, etc.), collections from the MAISA website, your district or local intermediate school district, etc.

Tip: When planning, jot notes on what the text has to offer so it can be used as a “cheat sheet.” Affix these notes on the back of the text. Select different texts for different reasons. Variety is the key. Don’t select books/texts that all look and sound the same and have the same features.

Make a list of text that can be shared beyond Immersion sessions. Include these selections during shared reading or read alouds during the entire unit of study.

Where to Find More Information on Immersion

Prior to studying these lessons, it is highly recommended teachers read the supplemental resources on Atlas: Immersion Phase: Creating a Vision for Writing, Part 1 – Background Information and Part 2 – Grade Level Appendices.
LESSON PLAN SECTION

Three Basic Goals of Immersion (simplifying a complex process)

Goal 1 – Develop Background Knowledge

Goal 2 – Generate Possible Writing Ideas

Goal 3 – Try It – Shared Class Writing – Begin a Class “Flash” Draft

SAMPLE WEEK OF IMMERSION LESSONS

Day 1  Goal 1:  Develop Background Knowledge

Mark Up Discoveries of Information Text – Whole Class

Day 2  Goal 1:  Develop Background Knowledge

Part A - Mark Up Discoveries of Information Text – Partnership Work

Part B – Box It and Mark It

Day 3  Goal 1:  Develop Background Knowledge

Continue Day 2 work if more time is needed

Day 4  Goal 2:  Generate Possible Writing Ideas

Linking Mentor Text with Writing Ideas

Day 5  Goal #3:  Try It – Shared Class Writing – Begin a Class “Flash” Draft

Teaching Others What We Know!
Teacher Preparation Prior to Day 1 of Immersion

Select a few information books that you will share with students during Reading Aloud with Accountable Talk (Interactive Read Aloud) and/or Shared Reading. These selections should be a combination of published text, teacher authored work, student authored work and/or a class shared writing piece from a previous class. Read, enjoy and discuss these books. Teachers may need multiple reading sessions to accomplish this. Guide students in also seeing a pattern of what an information book is, its purpose and how it tends to go. Reading and discussion of these texts should be done prior to Day 1 and 2 Immersion lessons.

1. **Class Discussion to access prior knowledge of text type** – *Today we will begin the study of another text type. It is called Personal Expertise or Information Writing. As young writers, you’ve authored “teaching text” since Kindergarten. What do you recall about information writing?* Please note: It may be helpful to review noticing charts from 2nd grade. Ask 2nd grade teachers to share their completed Immersion charts.

2. **Revisit the concept of Information Writing or Personal Expertise** – *As young writers, you will learn to author information books. You will write about something you know a lot about and could teach others. In other words, you will share information you have about a person, place, thing or activity. When a person knows a lot about something and shares that information, we say they have “personal expertise” on the topic. This means this person is like an expert on the topic or area they are teaching.*

3. **Revisit concept - How do people know a lot about topics?** *There are different ways that people may know a lot about a topic:*
   A. They read about the topic.
   B. They have experience with the topic. *For example, if a person - they met that person, if a place - they went there, if an activity - they’ve tried it, if a thing - they may own it or have tried someone else’s.*
   C. They studied that topic in school, at home or at a special place.
   D. They have talked to other people that know a lot about the topic and learned from them.

4. **Study mentor texts to add to existing knowledge.** *(See possible steps next page.)*

5. **Generate discussion to answer the following questions:**
   *Let’s begin to chart what we know so far from our reading and past study of information writing Kindergarten through 2nd grade.*
   A. Definition: *What is personal expertise writing or information writing?*
   B. Purpose: *Why do people write information pieces? Why do people read information pieces?*
C. Characteristics: What makes an effective information text? Elaborate on how each part tends to go -
- How does the beginning or lead tend to go? What is included?
- How does the middle part or body tend to go? What is included?
- How does the ending or conclusion tend to go? What is included?
- Author craftsmanship specific to information text – What are some craft items specific to this type of writing?

Record students’ discoveries on a chart and use as a resource throughout the unit. Continue adding to the chart as the unit progresses and students learn more. There are several options of how to record students’ thinking and discoveries of text, specifically Notice, Name and Why/Purpose. This lesson uses Option E: Combination of Mark-Up Text and then record in chart form (e.g. Option B: Noticing Chart with Columns). Please see packet: Immersion Phase Part 1 Background knowledge for further information and samples.

Possible Steps:

1. Teacher Preparation: Select a familiar text to study that has several page spreads that demonstrate different writing techniques in both text features and words/text. Select 4+ pages or page spreads to study - perhaps lead pages, body pages, and ending pages. Make a list of noticings for teacher reference. See sample on page 8. This is a teacher list of possibilities. It does not mean students will notice all these items. They may not notice some of these items until after studying several different texts that have samples of a particular item. This may happen during subsequent Immersion lessons or during unit lessons.

2. Revisit the concept that information books do not have to be read from page 1 to the last page like narrative text and discuss why. Shared Reading provides a wonderful opportunity to introduce this.

3. Read the first page/page spread selected and discuss.

4. Ask students to share what they notice. Generate discussion: What do you notice (notice)?, What is that called (name)?, Why would an author include that in text (purpose)?, Have you seen this in other texts – (connections)?, and How might that work in a text we might write (try it)?, See: Immersion Phase Part 1 Background knowledge for more specifics. (Second graders studied these 5 areas in Unit 2: Lifting the Level of Narrative Writing through Studying Craft and in Unit 5 Information Writing: Personal Expertise.)

5. Mark-up page with a sticky note that names the item/s under discussion. See sample.

6. Repeat with each page spread.
7. As a review, go back and transfer noticings listed on sticky notes on book pages to some type of recording anchor chart - open-ended listing chart with visuals (e.g. take a picture of that item or draw a picture) or Noticing Chart with Columns.

8. Keep adding to the anchor chart throughout the unit as students make more discoveries.

9. If time allows, study an additional familiar book and do the same steps.
**Example:** *Wolves* by Laura Marsh (2012) National Geographic Society. (I highly recommend any of National Geographic Kids information books.) Affix sticky notes directly on the text with the name of the noticing. See sample after teacher preparation section.

**Sample Teacher Preparation –**

A. Select a text to study that has several page spreads that offer lots of different writing techniques. Select 4+ page spreads to study - perhaps introduction/lead pages, body pages, and ending/conclusion pages.

B. Example: *Wolves* by Laura Marsh (2012) National Geographic Society. (I highly recommend any of National Geographic Kids information books.)
   - pp. 4-5 opener to book (introduction/lead)
   - pp. 8-9 ask students to do noticings for text features and running text (words)
   - pp. 20-21 ask students to do noticings for text features and running text (words)
   - pp. 30-32 last pages (ending/conclusion, glossary)

Please note: Each of these page spreads have different things for student to notice. They were intentionally selected to study a variety of items.

**Sample Mark Up Text - pages 8-9**

Source: *Wolves* by Laura Marsh. National Geographic Readers (2012). (Highly recommend any of National Geographic books.) Please note: Teacher added the green arrows.
### Sample of Option B-2: Noticing Chart with Advanced Columns from Marking-Up Text

<table>
<thead>
<tr>
<th>Example</th>
<th>Notice</th>
<th>Name</th>
<th>Why</th>
<th>Try it!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrooooooo! There’s a lonely howl in the</td>
<td>An interesting beginning that asks a question, uses a sound word,</td>
<td>Lead</td>
<td>• Hooks the reader</td>
<td>-Have you ever wanted to know what third graders do all day? (question)</td>
</tr>
<tr>
<td>distance. Then more voices join in….What’s</td>
<td>tension and exclamation.</td>
<td>Types we</td>
<td>• Introduces the topic</td>
<td>-If you visited our classroom, you would hear thinking – music playing</td>
</tr>
<tr>
<td>making this spooky sound? Wolves! page 4</td>
<td></td>
<td>notice:</td>
<td></td>
<td>and see us working hard at our seats. (description)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Question</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sound words</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exclamation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Could insert pic of a heading from the book -</td>
<td>Words at the top of the page</td>
<td>Heading</td>
<td>• Tells what information will be on that page</td>
<td>Chapter Two: Our Super Standards</td>
</tr>
<tr>
<td>What’s That Sound? page 4</td>
<td></td>
<td>Types we</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>notice:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bold face</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Color</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Words,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>phrases,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Could insert pic of wolf from page 4-5</td>
<td>Picture of what talking about</td>
<td>photograph</td>
<td>• Gives reader a visual of item, matches meaning</td>
<td>Put photo of the Buddy Bench and a caption about standards</td>
</tr>
<tr>
<td>Wolves are the largest members of the dog</td>
<td>Text – gives information</td>
<td>facts</td>
<td>• Helps teach readers about topic</td>
<td>One of our standards is that we treat others the way we want to be</td>
</tr>
<tr>
<td>family. Pg 8</td>
<td></td>
<td></td>
<td></td>
<td>treated.</td>
</tr>
<tr>
<td>Foxes, coyotes, jackals, wild dogs, and</td>
<td>Text – list examples</td>
<td>Partner</td>
<td>• Helps teach readers about topic, gives even more info</td>
<td>Partner sentence about supplies: We use our organizers to keep</td>
</tr>
<tr>
<td>domestic dogs are also members of this</td>
<td></td>
<td>sentence</td>
<td></td>
<td>papers together, so we always know where they are.</td>
</tr>
<tr>
<td>family. Page 8</td>
<td></td>
<td>- examples</td>
<td></td>
<td></td>
</tr>
<tr>
<td>That’s why they look alike. page 9</td>
<td>Text – it is like Laura Marsh is talking to us</td>
<td>Author</td>
<td>• Pulls reader into text, makes the reader feel like the author is</td>
<td>Chapter 3 We would like to take you on a tour of our classroom’s</td>
</tr>
<tr>
<td></td>
<td></td>
<td>comment</td>
<td>right there teaching</td>
<td>most important places and things.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continue adding items as noticed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A chart like this may be made after a couple of days studying Goal #1: Developing Background Knowledge. Also, it could include pictures and/or samples from any of the texts studied during Immersion (e.g. books, student authored work, or teacher authored work). The teacher should develop the chart, then share with the class as a review of what has been learned so far about informational writing. Keep adding to the chart as the unit progresses and students learn more.

This example highlights Wolves, but could easily been adapted to include samples from all Immersion texts studied. Some teachers do all columns and some eliminate columns based on their students (e.g. may only chart Notice, Name and Why).
Sample of Option A: Open-Ended Listing Chart

<table>
<thead>
<tr>
<th>INFORMATION TEXT NOTICINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lead - Opening introduces the topic and hooks the reader</td>
</tr>
<tr>
<td>Types: asks a question, uses a sound word, exclamation, (add to list as students discover and learn more)</td>
</tr>
<tr>
<td>• Headings – words at the top of the page to introduce subtopic or info</td>
</tr>
<tr>
<td>• Photograph – picture of item/topic</td>
</tr>
<tr>
<td>• Etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text Type</th>
<th>Definition</th>
<th>Purpose – Why people write it?</th>
<th>Why people read it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information</td>
<td>A text that teaches others interesting and important information about a topic</td>
<td>- To teach others information about a topic I know a lot about; to learn about something</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- To make connections with others and topics</td>
<td></td>
</tr>
</tbody>
</table>
IMMERSION Goal #1 – Develop Background Knowledge  Day 2

Part A: Mark Up Discoveries of Information Text (Partnership Work)

Part B: Box It and Mark It

1. Revisit discussion of the following based on noticings and discoveries from Day 1.
   A. Definition: What is personal expertise or information writing?
   B. Purpose: Why do people write information pieces? Why do people read information pieces?
   C. Characteristics: What makes an effective informational text? Elaborate on how each part tends to go -
      • How does the beginning or lead tend to go? What is included?
      • How does the middle part or body tend to go? What is included?
      • How does the ending or conclusion tend to go? What is included?
      • Author craftsmanship specific to information text – What are some craft items specific to this type of writing?

2. Review anchor chart from Day 1.

3. Distribute information books to student partnerships. Ask student to select 2-4 different page spreads that look interesting.

4. Assign roles: partner A = teacher and partner B = student. Partner A “Teacher” asks partner B “Student” to notice at least 3 different things the author did intentionally and to discuss that item using notice, name, and purpose. After discussing, mark the item with a sticky note.

5. Reverse roles and study second selected page spread. “Teacher” asks student to notice at least 3 different things the author did intentionally and to discuss that item using notice, name, and purpose. After discussing, mark the item with a sticky note.

6. If time available, repeat for two other page spreads.

7. Have partnerships select two really interesting things they want to share with another partnership. Be prepared to discuss the following: This is what we noticed, we think it is called xxx, and we think its purpose is xxxxx. Team up partnerships to share.

8. Conduct a whole class discussion of noticings. Add to the anchor chart.
Part B: Box It and Mark It

(do if enough time or carry over to Day 3)

1. Select a familiar information piece, preferably a student authored, teacher authored or class shared writing piece from a previous class. As a class, Box It and Mark It Up. See next page for specifics.

2. Provide students with a different informational piece, preferably a student authored, teacher authored or class shared writing piece from a previous class. Have them in partnerships Box It and Mark It Up.

3. Sample in unit - Read, Study and Discuss: Caring for Your Dog by Mrs. Smith (class activity)
   Please see appendix.

   (partner activity)

If the selections noted above are not available or better alternatives are found, list texts to be used below:

Read, Study and Discuss: List text plan to use - ____________________________ (class activity)

Read, Study and Discuss: List text plan to use - ____________________________ (partner activity)

Teacher Notes:

- The anchor chart, Characteristics of an Effective Information Book, from Unit #3 may be helpful in facilitating discussion. See sample at the end of this lesson.

- Replace sample pieces in this packet with ones from your school – student written, teacher written or class shared pieces.

- Facilitate a class discussion based on discoveries from activity. Add new information to anchor chart.
1. **Box It:** Lead  Body  Ending

2. **Mark Up these items:**

   **Lead/Introduction**
   
   A. **Lead** – Where the author hooks the reader (try to name the type)
   
   B. **Topic** – Where the author names the topic (double underline)
   
   C. **Subtopics** - Lets the reader know the different things that will be taught about the subject (4th and 5th grades)

   **Body**

   *Do for each paragraph*

   A. **Transition word or phrase** – circle
   
   B. **Topic sentence of the paragraph** that states the subtopic – underline
   
   C. **Information about subtopic:** facts, definitions, details (e.g. numbers, names and examples, dates, observations, quotes, etc. [make a list of types]
   
   D. **“Expert” words** that teach readers a lot about the subject - circle
   
   E. **Text features** that provide information in a way to interest readers (e.g. drawings, captions, diagrams, charts, headings and subheadings, bold words, definition boxes, etc.)

   **Ending /Conclusion**

   A. **Restates topic** (double underline)

   B. **Provides additional information:** drew conclusions, asked questions, suggested ways readers might respond, suggested a follow up action, provided a final insight, offered writer’s thoughts and feelings, etc. (try to name the type)
## Characteristics of an Effective Information Book

**Definition:** An information book is one that teaches others about a topic.

**Purpose:** People write information books to inform and teach others about an area of interest. People read information books because they are interested in learning new information.

**Noticings:**
- Topics are things the author knows a lot about
- Structure: Beginning or introduction, Middle or Body, Ending or conclusion
- Text includes facts, ideas, observations, questions, etc.
- Introduction or Lead – grabbed reader’s attention and sometimes told what they would learn
- Endings – told reader what the book was about again
  Types: questions, drew conclusions about the topic, told ways the reader might think or respond, told reader the subtopics again,…
- Organization - Writing had different parts – chapters
- Text features we noticed: table of contents, glossary, drawings, captions, diagrams,…
- Types of information included: facts, details – what looked like, observations about topic, definitions, steps, tips, details – names, numbers, examples
- Special words or vocabulary
  How author shared important words: bold face and then in glossary, text box, right there in text (context)
- Pictures and diagrams helped explain the words
- Author used an ‘expert voice’
- Parts weren’t boring – author made it sound like a story
- Titles
  Types: Name It, Alliteration, Question,…
- Chapters – Author told you the subtopic on the topic of the page
- Topics: Broad All-About Types and Narrow topics
- Crafty things writers did – simile to compare, changed font size or color,…
- Ways shared information: Pro/Cons, Compare/Contrast, Cause/Effect
- Heart of the Message – author shared information about a subject
- Precise word choice – especially verbs, nouns, adjectives (helps paint picture in reader’s mind)
- And other aspects as noticed

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This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed. Please note: Students may not give the category (e.g. structure, lead, ending, etc.) but the teacher can teach them the writing term for what they are describing. This helps students to notice the same characteristics across different text and text types, as well as builds writing discourse (academic vocabulary per CCSS). It is not the intent to have students list all these things during immersion. Students would keep adding to this list as the unit progresses.
IMMERSION Goal #1 – Develop Background Knowledge

Day 3 – Continue work from Day 2 as needed

or move to

Goal #2 – Generate Possible Writing Ideas
1. Teacher Preparation: Select texts from a class, school or public library that fall into various territories and categories. Texts may be literature books, student written, teacher written or class shared writing pieces. If book/piece is not available, copy the front cover. These texts will be used to highlight various topics or possible writing ideas. The broad territories used will be: People, Places, Activities and Things. See sample chart at the end of the lesson.

Brainstorm categories under each territory. Find a variety of student pieces and/or books that would fit under each category. For example, People – a book that highlights a community helper, a book that shows a celebrity or athlete, a book that studies an inventor or historian, a book about a family member, etc. Teachers will not be reading these texts per se, but will show the title and cover (and maybe a few interesting pages).

*Select categories based on age and interest of students.*

Example 1  People = territory
Possible Categories*: family member, artist, friend, historian, inventor, athlete, musician, actor/actress, politician, scientist/researcher, explorer, community helper, philanthropist, school worker, celebrity, etc.

Example 2  Places = territory
Possible Categories*: local sites, famous sites or tourist attractions, educational spots, community (e.g. library, recycle center, etc.), life skills (e.g. dentist, vet’s office, etc.), etc.

Example 3  Activities = territory
Possible Categories*: sports, hobbies, arts and crafts, collections, fine arts areas, extra-curricular activities, everyday routines (e.g. braiding, nail polish, etc.), outdoor adventures, etc.

Example 4  Things = territory
Possible Categories*: science/nature (e.g. plants, magnets), animals, reptiles, dinosaurs, food, artifacts (e.g. medal won, shark tooth), equipment (e.g. camping, sports), clothing, personal hygiene (e.g. hair wraps, nails, braces), collections, instruments, etc.

2. Introduce purpose of lesson – generating ideas for books they will author, etc.

3. Revisit Discussion - How do people know a lot about topics? There are different ways that people may know a lot about a topic:
   A. They read about the topic.
   B. They have experience with the topic. For example, if a person - they met that person, if a place - they went there, if an activity - they’ve tried it, if a thing - they may own it or have tried someone else’s.
   C. They studied that topic in school, at home or at a special place.
   D. They have talked to other people that know a lot about the topic and learned from them.
4. **Name the Territory (e.g. people, places, activities or things).** Hold up a book/piece and give a brief overview.

5. **Explain the broader category rather than just naming the specific item or providing a narrow lens (e.g. narrow = dogs, broader = pets or animals.)**
   - Example of teacher talk in narrow version: “This book by Cooper is about Golden Retrievers and he teaches us... Do you know about Goldens or Dogs?”
   - Example of teacher talk using a broader category – “This book by Cooper is about Golden Retrievers and he teaches us... Golden Retrievers or dogs are part of a bigger category – pets or animals. Think if there is a pet or animal you know a lot about and could teach others. If so, list on your chart under Things....”

   Example 2: “This piece written by Baker from last year’s class teaches readers about a famous athlete named xxxx... Baker teaches us these things about xxxx.... This selection would fall under People on the chart. Let’s think of other famous athletes from this sport or any sport you might know a lot about and could teach others (versus the specific name of the athlete or just that sport). If so, list on your chart under People., etc.”

   Continue showing the cover of another piece/book and discuss another category under people – e.g. community workers, family members, celebrities, musicians, scientists and researchers, philanthropists, historians, politicians, etc. (Adjust for age group and background of students)

6. **Add information to class anchor chart.**

7. **Continue discussion and charting for each territory (e.g. people, place, thing and activities).** Help guide them in understanding different categories under each territory. Be sure to list several examples under each category.

Please note: This is a variation of session 1 in the MAISA unit. Teachers have 2 options: 1) Do this chart in Immersion and do Session 1 in the unit, or 2) Combine the Immersion lesson and Session 1 together for a longer lesson.
**Sample Anchor Charts from Classrooms**

**Topics I Already Know Well**

<table>
<thead>
<tr>
<th>Texts</th>
<th>Possible Writing Idea</th>
<th>MY Writing Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Firefighters by Katie Daynes</td>
<td>People -athletes, musicians, historians, politicians, philanthropists, inventors, researchers, scientists, celebrities, family, etc.</td>
<td>• Justin Verlander (athlete)</td>
</tr>
<tr>
<td>Anne Frank by Alexandra Zapruder</td>
<td></td>
<td>• Grandma Maggie (family)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Coach Vince (mentor)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Firefighter</td>
</tr>
<tr>
<td>My First Book of Football by:</td>
<td>Hobbies/Activities -collections, sports, fine arts, extracurricular activities,</td>
<td>• Legos</td>
</tr>
<tr>
<td>Beth Bugler &amp; Mark Bechtel</td>
<td></td>
<td>• Ballet</td>
</tr>
<tr>
<td>Skateboarding Skills: Everything a New Rider Needs to Know by: Ryan Stutt</td>
<td></td>
<td>• Roller Blading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Bike Riding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Wrestling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Stamp Collections</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Training Horses</td>
</tr>
<tr>
<td>The Mystery at Yellowstone National Park by: Carol Marsh</td>
<td>Places -local, famous sites, tourist attractions, educational (e.g. museum, farm), etc.</td>
<td>• George George Park</td>
</tr>
<tr>
<td>Exploring Ski Resorts by Cooper Robert</td>
<td></td>
<td>• Partridge Creek Mall</td>
</tr>
<tr>
<td>The Moon Book by: Gail Gibbons</td>
<td>Things -animals, food, artifacts, equipment, clothing, personal hygiene, nature, collections, etc.</td>
<td>• Hamsters</td>
</tr>
<tr>
<td>Cats vs. Dogs by: Elizabeth Carney</td>
<td></td>
<td>• Golden Retrievers</td>
</tr>
<tr>
<td>Etc.</td>
<td></td>
<td>• Chocolate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Trees</td>
</tr>
</tbody>
</table>

This sample includes a text column to show teachers how to go from a sample text to a generalized area. Students do not need to include a text column while generating ideas.

This chart should be co-constructed with students based on how they would describe things, mentor texts highlighted, and immersion activities completed.
Background Information

It is recommended that Shared Writing be included as part of a balanced literacy program. Shared Writing is defined as a process whereby the teacher acts as scribe for a group of children, with the emphasis being placed on the composing process and constructing a text that students can read and study later. It may take place during Immersion time and/or during a designated shared writing time. The piece that is co-constructed as a class will be revisited throughout the unit and revised. This piece will serve as a model. Therefore, it is not the intent to have this be a “polished” product, but rather a “rough” draft that has missing elements. Intentionally, don’t create a finished product. A ‘bare bones’ piece drafted quickly in a short period of time is just fine. Lucy Calkins often refers to this piece as a “flash” draft, meaning it was drafted quickly or in a “flash” to get a shared class piece started. Teachers scaffold students in writing the various parts.

Lucy Calkins advocates volume – having students write lots of drafts of whatever type of writing they are studying, even having students begin drafting during the Immersion Phase. During this phase, get students to write “flash” drafts – write quickly a draft knowing they can go back later and make them better. These early pieces help teachers to see where students are, thus enabling teachers to coach students along based on their needs. Students will be encouraged if not required to go back to earlier drafts and apply new learning. For example, after a teacher does a lesson on transitions, students would go back to earlier drafts and add (or revise) transition words and phrases.

Depending on the text type and form, a class shared flash draft may be completed in one setting or over the course of a few days. For longer text as an information piece, shared writing may occur over a period of days (e.g. day 1 – select topic and brainstorm subtopics, develop a table of contents, day 2 – lead, day 3 – write 1st chapter, etc.) These parts may be done prior to the unit or in small groups once the unit has begun.

**Highly recommend the following resource book:** Roth, Kate & Dabrowski, Joan. (2016). *Interactive writing across grades: A small practice with big results, PreK-5.* Stenhouse Publishers - [www.stenhouse.com](http://www.stenhouse.com)
SAMPLE CLASS SHARED WRITING SEQUENCE

It is suggested that the class piece be done during the Interactive/Shared Writing component of a Balanced Literacy Program. Plan to spend a few days during shared writing working on the class piece. As the unit progresses and students learn more about Information Writing, go back and revise based on their new knowledge. Encourage students to do the same – go back to earlier pieces and revise, just like the class did with the shared writing piece.

- Sample sequence of shared writing lessons. Adjust based on time available and students’ needs. Some days may be combined.

Day 1

1. Brainstorm possible class writing topics – things the class knows a lot about and could teacher others. It is suggested to start with things studied in social studies or science.
2. Select a topic and narrow focus.
3. Develop and plan subtopics – use boxes and bullets, web or other planning tools. Use the planning tool to select the most important subtopics and put into a table of contents (put lead as first item and ending as last item).
4. Rehearse.

Day 2

1. Rehearse and Plan for what to write for first subtopic (chapter 1).
2. Begin Drafting Paragraphs – topic sentence and supporting sentences

Days 3 & 4

1. Review previous day’s work.
2. Rehearse and plan the next subtopic/chapter.
3. Draft

Day 5 - Flash draft a lead/introduction and ending/conclusion

REVISE - After studying these areas in the unit, go back to class draft and revise.

1. Elaborate –
   A. Write Partner sentences (i.e. observation, new information, specific image, and comparison).
   B. Define topic specific words.
   C. Use numbers, names, and examples.
   D. Add text features.
   E. Other –
2. Use transitions to link information together.
3. Revise lead based on new learnings.
4. Revise ending based on new learnings.


See sample in Appendix.
APPENDIX OF SAMPLE MENTOR TEXTS

- Please replace sample information pieces in this packet with ones from your school – student written, teacher written or class shared pieces.
Mrs. Smith
SAMPLE TEACHER TEXT
CARING FOR YOUR DOG

Table of Contents
Lead
Playtime
What’s for Dinner?
Time for Training
Ending/Conclusion

Lead:
Have you always wanted a dog? If so, you are not alone. Dogs are one of the most popular pets in the world! Owning a dog can be difficult, if you don’t know what to do. This book will give you all the information that you need to give you and your dog a healthy and happy life together!

Chapter One: Playtime

Dogs need daily exercise. It is really important to walk your dog every day. Walking is a great way to keep your dog in shape. Dogs love going for walks! You will probably need to teach your dog how to walk on a leash, especially if this is new to them.

Some dogs like to play with toys. There are many kinds of toys that are available. You might have to try some out to see which ones your dog likes best. Many dogs love Kongs. Kongs are rubber chew toys that have a special hole where you can place a dog treat. Your dog has a blast trying to get the treat out! (sketch of a Kong)

Would your dog like a canine companion? Many dogs enjoy spending time around other dogs. Puppies especially enjoy playing with their doggy friends. If you only have one dog, you can take them to a doggy daycare center or a dog park to interact with other dogs. Some dogs like to go it alone and that’s okay too!

Definition Box:
Doggy Daycare: Doggie Daycare is a place for dogs where you can drop your dog off for the whole day. There are usually lots of other dogs there and ready to play with your dog. It usually costs a small fee.

Dog Park: A special park for dogs and their owners. There are usually walking trails and large play areas for dogs to socialize in a friendly environment.
Chapter Two: What's for Dinner?

There are so many choices when it comes to feeding your dog! You can choose puppy food, weight control formula, organic, grain-free and more! There are two main types of food: wet and dry.

One type of dog food is dry. It comes in many varieties and flavors. It is good for your dog’s teeth because it is crunchy and keeps their gums clean and healthy. Most dogs can digest dry dog food easily. Also, it can be purchased in large bags and stored easily without refrigeration.

Another type of dog food is wet. It is usually sold in a can. Once you open it, it will need to be eaten or refrigerated. Dogs love wet food because it tastes great. However, it makes some dogs sick if they eat it every day. Some dog owners mix the dry and wet food together, which is the best of both worlds!

Dogs love treats! There are many kinds of treats including chew sticks, rawhide, biscuits, and cookies. It is okay to give your dog a treat once in a while as a reward, but too many treats can make your dog overweight or sick. Dogs should never be given “people” food as treats.

Chapter 3: Time for Training

When you get a new dog, even if it's an adult dog, you will need to train it. All dogs need to be housetrained and learn obedience commands. It's also fun to teach your dog a few special tricks!

If you have a new puppy, you will definitely need to house train him. House training is teaching your dog the proper place to go potty. This can take a lot of time and patience, but is really important for having a dog that you can love and live with forever. Your puppy may have many accidents before they get it right. You will need to have some cleaning rags and solution ready. Be patient and consistent with your puppy and after a while, he will know where to do his business!
You will also need to teach your dog basic obedience commands, even if it is not a puppy. Some of the basic commands to teach your dog include how to sit, stay and come. It is important to teach your dog these things and practice with him/her every day. Dogs want to make you happy, so if you teach them right from wrong, they will gladly do whatever you want. It will help to have training treats to reward your dog when they do the right thing. A dog with good manners, that obeys the owner makes a wonderful pet!

(chart showing picture of dog doing each command stated above)

If your dog is really smart and you are patient, you can teach your dog special tricks. Some common tricks you can teach your dog include how to roll over, play dead, or sit up. Some dogs enjoy doing these types of tricks, but other dogs may prefer going for walks or taking naps. You will need to show your dog a trick in small steps and give your dog lots of praise and even dog treats when s/he accomplish one of the steps. Then continue with another step and another, until the dog learns the whole trick. For example, you will want to teach your dog to lay down before rolling over. Once your dog can do that, you can show them how to lay on its side. Finally, show your dog how to roll all the way over. Your best friend will be as happy as you are when he succeeds!

(step by step illustration of teaching a trick)

Ending

Having a dog is a big responsibility, but if you play with your dog, train it and keep it healthy, he will make a great pet for you! Are you ready to get your new dog?
Chapter One: Introduction

Have you ever wanted to know what third-graders do all day? If you visited our classroom, you would hear music playing and see us working hard at our seats. You may see something interesting on our SmartBoard. Find out what subjects we do, why our classroom standards are important, and let us give you a tour of our classroom!

Chapter Two

Our Super Standards

Classroom standards are what keep our classroom together. One of our standards is that we treat others the way we want to be treated. This is our golden rule. For example, when we see someone sitting on the Buddy Bench, we can go play with them. We also take care of the things in our classroom. We have hundreds of books in our library that we keep safely in our book boxes, library bins, and on our display shelf. Lastly, we take care of our selves in our classroom. Lacey said, "We use our organizers to keep our papers together so we always know where they are."
One important place is our homework Corner. We have our mailboxes, an assignment file that's labeled with subjects for homework, and an extras file. We are reminded to make good choices by using our Go for the Green board and our Popcorn Point chart. Our Go for the Green board is like a traffic light. Green is our goal.

We enjoyed learning in Number Corner. In Number Corner, we make predictions, for guesses, about the calendar card, and then we flip it over to see if we're right.

In the morning, we learn reading, writing, and word work. The morning is my favorite time of day because we have fun with books, writing our own ideas, and spelling partners says Ms. Hatalisky.

We would like to take you on a tour of our classroom's most important places and things.

We enjoy learning that teach us new things every day. We enjoy learning
Chapter 5 - Conclusion

Our Cool Classroom Conclusion

Review: What did you learn about how third-graders spend their day? We hope you learned.

Glossary

- SmartBoard: A screen in the front of our room that helps us to see things from the computer or the docu-cam.
- Golden Rule: The standard that says, "Treat others the way you want to be treated."
- Standards: Rules or expectations that help us to remember how to treat others, our school, and ourselves.
- Buddy Bench: A bench on our playground where kids sit if they would like to find a friend to play with.
- Popcorn Point Chart: A plan to record points that our class earns by making good choices together.
- Organizers: They are 3 pocket folders that hold a folder for each subject where we keep our papers.